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ABSTRACT

This document reports on a project aimed at developing, implementing, and evaluating a plan for using volunteer classroom aides in the Palm Beach County (Florida) schools as a means for meeting various financial, human, and community needs. The desirability of a comprehensive volunteer plan was presented in a 10-point summary by an ad hoc committee, and a 17-member committee was charged with designing a volunteer aide program. The program was carried out in seven phases during the 1972-73 school year. Ninety-five types of activities that would be performed by aides were identified and further classified as resource or regularly scheduled activities. A full-time specialist was employed to coordinate recruitment, training, evaluation, and other elements of the program. As a result of the program, the school system added 900 volunteers to its classroom personnel during a 15-month period. Performance and attitudinal evaluation indicated that the process and performance objectives of the program were successfully achieved. (Author)

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PROJECT VUE: VOLUNTEERS UPHOLDING EDUCATION

by

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Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

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TABLE OF CONTENTS

	PAGE
ABSTRACT	(i)
INTRODUCTION	(ii)
SOME CONCERNS AFFECTING PALM BEACH COUNTY SCHOOLS DURING THE 1972-1973 SCHOOL YEAR	1
AN AD HOC STUDY OF THE UTILIZATION OF VOLUNTEER AIDES AS A WAY OF MEETING SCHOOL AND COMMUNITY NEEDS	5
DEVELOPMENT OF PROJECT VUE	8
IMPLEMENTATION OF PROJECT VUE	13
EVALUATION OF PROJECT VUE	17
Procedures	17
Results	21
RECOMMENDATIONS CONCERNING PROJECT VUE	30
APPENDIX A: Objectives of Project Vue	32
APPENDIX B: Semantic Differential; "What I Think of a Volunteer"	40
APPENDIX C: Evaluation of Project Vue Using the Flanders Interaction Analysis	42
BIBLIOGRAPHY	57

ABSTRACT

The purpose of this study was to conceptualize, develop, implement and evaluate a plan for the utilization of volunteer aides in the classrooms of Palm Beach County Schools. These steps were carried out in seven phases during the 1972-73 school year. Results obtained in the evaluation phase indicated that the program was successful in meeting its stated objectives. Of particular interest was the finding that teachers tend to be less authoritative and more democratic when an aide is present in his/her classroom. Several recommendations concerning modification and further implementation of the program were made.

INTRODUCTION

The factors which contributed to the need for Project VUE are examined in some detail at the onset of this report. A rationale for the program is presented in the context of financial, human, and community needs as they affected the Palm Beach County schools in the late summer of 1972.

A possible solution directed towards alleviation of many of the concerns about the system was developed by an ad hoc committee. The alternative proposed was the utilization of volunteer aides in the public schools.

In September of 1972, a formal committee was appointed by the superintendent for the purpose of actually developing and reducing to writing a systematic, comprehensive plan for the utilization of volunteer aides.

Implementation of Project VUE began in October, 1972, with preliminary steps. School Board approval of the program in late November paved the way for the hiring in December of a specialist to coordinate program activities. Recruitment of volunteers hit full stride in January with training to follow. From late February, 1972 through May, 1973 over 900 volunteers went to work in the county's schools.

The evaluation of the program indicated that the program was successfully conceived and carried out. The enroute or process objectives were all met and the actual impact of the volunteers being in the classrooms was measured by various means, both performance-wise and attitudinal.

SOME CONCERNS AFFECTING PALM BEACH COUNTY SCHOOLS
DURING THE 1972-73 SCHOOL YEAR

There were many factors present during the 1972-73 school year which held the potential for affecting directions taken by the Palm Beach County school system. Those concerns which were particularly germane to this study included: financial constraints, human factors and a very poor community relations image.

During the 1972-73 school year the public schools of Palm Beach County faced a desperate financial crisis. There were many causes for this situation. Inflation, by itself, was a prime cause. Other major financial factors included: a more than doubling of the number of transported students to comply with desegregation guidelines, previous administrative mismanagement, court decisions involving the tax ratio and certain program demands. There were budget hearings conducted by the board throughout the entire summer. At the end of the summer, one month past the original deadline, the board approved an operating budget of 65 million dollars. Although this appears to be a large amount, it was actually 8 million dollars under the amount requested by the administration as being necessary for implementing instructional programs at an optimal level. What more realistic push than this could provide the thrust for exami-

nation of other than traditional methods for support of programs?

The human factors involved related to persons both within and without the system. At the beginning of the year there was widespread discontent concerning the effectiveness of the schools. This feeling seemed to pervade countywide. Local newspapers raised strident "voices" over the need to revitalize the schools. These criticisms were not unheeded by the school system. Many school personnel, indeed, were interested in revitalizing the schools. But how does one initiate this task? Before beginning work towards revitalizing the schools, one must first take a close look at the "school." Gerhard, in examining the school, recognizes the two major factors in operation as the pupils and the teachers. Other factors, such as administration, curriculum and the budget, are said, by her, to be secondary factors.[1] The apparent need at the heart of a school revitalization program, then, is to develop a more effective teacher-learner relationship. Flanders claims a teacher moves toward greater effectiveness as he/she begins to: 1. accept and develop pupils' ideas and feeling; 2. praise and encourage

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[1]Muriel Gerhard, Effective Teaching Strategies with the Behavioral Outcomes Approach, West Nyack, New York: Parker Publishing Company, 1971, pp. 43-49.

pupils; 3. stimulate pupil participation in decision making; 4. listen to pupils; 5. interact with pupils.[2] If a way could be found to accomplish one or more of these points made by Flanders, then it follows that the teacher-learner relationship could be positively affected. These statements indicate a fundamental "within system" human factor with a great potential for determining the accomplishments of the schools.

A major "extrasystem" human factor, with the promise of benefiting not only the schools but also many other societal institutions, is the growing concept of volunteerism. A new measure of wealth, at least for some individuals, seems to be evolving in our everchanging society. For many persons it is no longer a completely satisfying life goal just to accumulate material worth. We now hear these sentiments quite often, particularly from young people. Possibly, we are beginning to think that a good life can also be measured by what one can do, or has done, for the common good of mankind. A significant way to manifest this spirit of doing would be to work in a planned way to benefit the young of our country. Hopefully, they will be impressed by this form of "modeling" and in

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[2]Ned A. Flanders, "Some Relationships Among Teacher Influence, Pupil Attitudes and Achievement," Contemporary Research on Teacher Effectiveness, eds. B. J. Biddle and W. J. Ellena, New York: Holt, Rinehart and Winston, 1964, pp. 196-231.

turn, at an appropriate stage in their lives, mirror the concept of working for the good of man.

The third large area of concern for the schools of our county during the past year was the necessity of bringing the community and schools together in a greater degree of interaction. If greater community understanding of the problems schools face is ever to be shown, one factor leading to this accomplishment might well be increasing the amount of interfacing between citizen and "school" at the "nitty-gritty" everyday level. The need to reduce the "credibility gap" existing between the schools and the people of Palm Beach County was never greater. What better way to do it on a people to people basis.

All of the various constraints and demands, whether arising within or without the system, led to the following question: How could resources other than tax dollars be organized to benefit the children of Palm Beach County? The goal of this study was to explore one solution.

AN AD HOC STUDY OF THE
UTILIZATION OF VOLUNTEER AIDES AS
A WAY OF MEETING SCHOOL AND COMMUNITY NEEDS

During early August of 1972, certain individuals in the Palm Beach County school system began to realize the value of a systematic and comprehensive plan for the utilization of volunteer aides as one way of meeting some school and community needs. This group met irregularly on an ad hoc basis to discuss the concept of a large volunteer aide program. At the onset of these discussions, an invitation was extended to the Junior League of the Palm Beaches, an affiliate of the national organization, The Association of Junior Leagues. Junior League associations are organized throughout the United States to interest their members in the needs of their respective communities, and to make their volunteer work effective. The women of the local junior league have an outstanding record in development and use of volunteer projects. The ad hoc discussion group felt the league's advice would be most useful in studying problems relating to a volunteer program.

To be sure, the concept of a large volunteer program was neither new nor was its study unique to Palm Beach County. Teachers have depended on assistance in one form or another throughout the history of education. Over the years, many volunteers and part-time workers have assisted teachers by working in the library, tutoring,

correcting papers, and other like tasks. The use of aides is widespread and growing. Educational Research Services, surveying school systems with enrollments of 12,000 or more, reported a total of 44,351 (paid and unpaid) in 1966. The largest number was in New York City with a reported 9,150 paid and 1,850 volunteer aides.[3] Palm Beach County, as a matter of fact, did have some excellent volunteer aide programs taking place in isolated school centers. There were 348 volunteer teaching aides utilized the previous (1971-72) year in the county school system. Why, then, was a comprehensive necessary if the county was using over 300 aides?

The "ad hoc" group made the following ten points in presenting the superintendent a suggestion to develop a comprehensive plan for aide utilization:

1. A comprehensive plan can recruit more aides.
2. Outstanding programs already in existence can be identified and may be replicated or expanded.
3. Isolated programs may be wasteful of time and effort if they are unproductive and continuing.
4. A comprehensive plan eliminates competition between agencies who volunteer services.

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[3]National Education Association, American Association of School Administration and Research System, Teacher Aides in Larger School Systems, Educational Research Service Circular H.2, 1967, Washington, D.C., April, 1967.

5. A comprehensive plan can eliminate competition between schools for volunteer services.

6. A comprehensive plan provides better screening.

7. A comprehensive plan generally provides better training for the majority of volunteers if the program is large.

8. A comprehensive plan can provide better evaluation.

9. A comprehensive plan can conserve and better accomodate the time of the volunteer.

10. Volunteering, besides being a casual activity for people with leisure time, is also an acceptance of the fact that community services are everyone's concern as they strengthen and enrich community life.

DEVELOPMENT OF PROJECT VUE

The superintendent appointed a seventeen member committee charged with designing a program for utilization of volunteer aides during the latter part of August, 1972. Members of the committee were drawn from the central office staff, principals, teachers, and the Junior League of the Palm Beaches. Members of this committee, which was an outgrowth of the "ad hoc" discussion group, were as follows:

Mr. John C. Thurber, Prog. Spec. in Inservice Ed. - Chairman
Mrs. Winona W. Jordan, Asst. Supt. in Instruction
Mr. Robert O. Deviney, Personnel Asst., Non-Instructional
Dr. Sara L. DeKeni, Director, Elementary Education
Dr. Charles W. Godwin, Director, Secondary Education
Mrs. Marjorie A. Crick, Director, Exceptional Child Ed.
Mr. Michael R. Robbins, Director, Adult Education
Mr. C. Spencer Pompey, Principal, Carver Middle School
Mr. Carl G. Crawford, Principal, Lantana Elem. School
Mr. Joseph G. Birch, Principal, Lake Worth High School
Mr. Clifford O. Taylor, Principal, Kirklane Elem. School
Mr. Walter J. End, Prog. Spec. in Migrant Education
Miss Sharon S. Isern, Administrative Intern
Mr. Vern A. Crawford, Assistant Information Officer
Mrs. Susan G. Beauregard, Specialist, Community Involvement
Mr. Philip G. Sorensen, Teacher, Allamanda Elem. School
Mrs. Linda Johnston, Lay Member and Junior League Representative

The committee was charged by the superintendent to develop a plan for recruiting aides. The members were persuaded by the chairman to make the plan a comprehensive document by adding training, overseeing and evaluation aspects to the program. The committee members gave their assent to having the chairman reduce the plan to

a written document. During the last week of August and the first week of September, 1972, the chairman worked almost full time on this duty and presented a plan to the committee for their approval on the eighth of September. The program as proposed consisted of seven phases, each with a stated purpose and time line as shown:

Phase I - August, 1972 - Identification of problem

Phase II - September, 1972 - Conceptualization of solution and program design

Phase III- October, 1972-January, 1973 - Recruiting and training period

Phase IV - February, 1973-May, 1973 - Operational functioning of aides in classroom

Phase V - May, 1973 - Evaluation

Phase VI - June, 1973 - Study of evaluation data

Phase VII- July, 1973 - Recommendation concerning further implementation

For purposes of discussion, in this report some phases of the total program will be grouped together in the following relationship:

Program Stage	Phase
Development	Phases I and II
Implementation	Phases III and IV
Evaluation	Phase V
Recommendations	Phases VI and VII

In the actual plan, each phase was replete with process

objectives and evaluation techniques for the "enroute" or process objectives. This report, however, will deal primarily with operational procedures for the various stages, and the reporting of the May evaluation efforts.

Prior to the writing of the program proposal, it was necessary to identify already ongoing programs and future special programs (i.e., Right To Read, Migrant Child Education Program) which were using, or proposed to use aides. This identification was necessary so that efforts of these programs could be built into the comprehensive plan. Three programs were identified as needing staffing with volunteers, and in addition, five of the 34 county school centers were found to be using 20 or more aides. Another problem was to discern the types and numbers of aides which would be needed by the schools. A survey of principals quickly indicated the kinds and amounts of volunteer aid which they felt they could use during the ensuing school year.

Ninety-five types of activities which aides could perform were identified. Principals also indicated they could use all the educational volunteers that could be supplied them. Due to the large numbers of types of activities, and the great amount of volunteers it was becoming apparent the program might generate, a decision was made by the committee to classify the aides into two categories: resource persons and regularly scheduled volunteers.

The resource person is one who does not participate on a regularly scheduled basis. This person is one whose expertise, vocation or avocation, lends itself to utilization in a school center on a random basis. Examples might be: a retired major league baseball player who could work with physical education classes; a retired financier who could talk to economics classes; a policeman who could present programs on safety.

The duties of regularly scheduled volunteers comprised most of the 95 types of activities. These duties were checked to assure consistency with State Board of Education regulations as to types of duties aides could lawfully perform. The list was then broken into 5 general categories: clerical, housekeeping, non-instructional, audio-visual assistance, instruction-related.

At this point during the writing of the program proposal, it became evident that for coordination of a program of the size being envisaged, a full time position would be necessary to coordinate the program activities. Because of their interest in community activities and in this program, the Junior League indicated they would make a grant to the school system which would pay for one year's salary plus fringe benefit costs for a person to coordinate the program. As a result, a budget of $7,835 for salary and support

of a Project VUE specialist was added to the proposal.

After the committee approved the 36 page plan, it was presented to the superintendent for his approval. The committee called his attention to the fact the potential for:

1. benefiting students by positively altering the teacher-learner interaction;
2. possibly allowing for some activities previously "cut-out" of the budget;
3. encouraging community-school interaction.

The superintendent approved of the program and gave permission to implement certain aspects of the program prior to school board approval of the program.

IMPLEMENTATION OF PROJECT VUE

The implementation of PROJECT VUE began during October, 1972, with a great deal of "behind the scenes" activity by the school information officer, committee members and Junior League representative.

The school system information officer began laying out plans for a public awareness campaign. Utilizing his office, contacts were made for appropriate publicity through: two local television channels, newspapers, radio and personal appearances before appropriate civic agencies. A sub-committee, including the Junior League representative, worked on an orientation handbook to be given all volunteers. Preliminary plans for training sessions for volunteers were discussed with the Department of Adult and Community Education of the Palm Beach County Schools. It was decided that all volunteers should attend a three hour orientation session. These would be held at a central location within each of the four geographic areas of the county. Topics to be covered were: general orientation to school system, legal responsibility, and principles of child development.

Each regularly scheduled type of aide was also to have a

training session at the school center where he wished to work. At these sessions aides were to be told of: school hours, the nature of the school programs, introduction to teachers, and be given a map of the school plant. Further on-the-job sessions were planned if deemed appropriate and necessary. An example would be learning how to prepare visual aids. The type of sessions for teachers using aides was discussed, and the committee felt they should center on human relations and how to work effectively with aides.

Progress in implementing the program fell behind somewhat during early November as the superintendent was preparing to leave office in December, and key personnel were being assigned to various tasks prior to the end of his term in office. The result was that the project was not presented to the board for their approval until late November. This postponed the hiring of the VUE specialist, who would coordinate the program, until December. The publicity and recruitment efforts also could not take place until after the board action. Although, once they got underway, the cooperation of the local news media was outstanding. The committee chairman made two appearances on local T.V., including a half-hour show with other committee members and members of the Junior League. The Project VUE specialist made at least two tele-

vision appearances and was the feature of the women's section in a Sunday edition of the local newspaper. Radio stations and T.V. stations in the county provided numerous thirty second spot announcements to aid in the recruiting campaign, which really got into high gear around early January, 1973.

This meant, of course, that training sessions would have to be compressed in late January and early February. During this time an interesting phenomenon concerning the recruiting and training sessions began to be demonstrated. The recruitment program, thanks to the untiring efforts of the Project Vue specialist, turned out large numbers of volunteers. The volunteers, however, did not seem to want to avail themselves of the formal, bureaucratized, central training sessions which had been proposed. Instead, they reported directly to the school centers nearest them, had a brief orientation session with the principal, and went directly to work. The central training sessions, as a result, were rather poorly attended, although more than 900 volunteers took part in the program during the spring of 1973.

During March, April and May, these 900 plus volunteers were putting in an average of over two hours a week. This meant that the total manhours contributed per week for these months averaged

around 1,800 hours. Based upon a wage of $2.00 per hour, which is paid regularly employed instructional assistants in the county, a value of $3,600 per week was being contributed for approximately 12 weeks. The financial value of over $43,000 is a mere pittance when compared with the potential in human relations aspects of the program indicated by the evaluation of the program in late May.

EVALUATION OF PROJECT VUE

Procedures

The goal of the project was to explore one solution of the question, "How can resources other than tax dollars be organized to benefit the children of Palm Beach County?" Two major objectives which would lead to realization of the goal could be considered to be: 1) development of a comprehensive plan for utilization of volunteer aides in Palm Beach County Schools, 2) implementation of a plan for utilization of volunteer aides in Palm Beach County Schools.

In order to determine whether the development and implementation of PROJECT VUE was successful, 6 of the 7 phases contained one or more process objectives. A process objective has the following elements:

1. Person Responsible -- Who is responsible for implementing and carrying out the activity?

2. Activity -- Any activity relating to the development of a tangible outcome whose accomplishment increases the probability of reaching a performance objective.

3. Time Factor -- Make clear important time factors operating in the completion of the activity.

4. Tangible Outcome -- The identification of the tangible outcome which will result at the completion of the activity.

These process objectives, for the most part, were used as an "enroute" evaluation procedure to determine whether the events of the development and implementation of the program were actually consistent with the projected time line. For example, the production of the actual written plan for Project VUE was a tangible outcome of a process objective in Phase 2. The full list of objectives is found in Appendix A.

The actual performance of aides during the operational aspects of the program implementation was the subject of the project's one performance objective. A performance objective contains the following elements:

1. Institutional Variable -- Who is going to perform the specified behavior?
2. Behavioral Variable -- What behavior is expected to occur?
3. Instructional Variable -- Under what circumstances will the behavior be observed?
4. Method of Measurement -- How is the behavior going to be measured?
5. Time or Prerequisite -- Necessary to bring about the desired behavior.
6. Proficiency Level -- The expected level to be attained by the group of learners identified.

The performance objective stated that "During February-May of 1973, the volunteer aide and participating teachers will function as a

team to improve the learning environment for children."

The institutional variable was the teacher-aide team. The behavioral variable was to improve the learning environment. More specifically, as was pointed out during the first section of this report, this was to develop a more effective teacher-learner relationship as identified by Flanders. The circumstances under which the behavior would be observed (instructional variable) were to be classes in which aides would be present. The method of measurement was to observe a teacher in operation both with and without an aide. Specifically, four teachers were systematically observed, using Flanders Interaction Analysis, for five 20 minute segments with an aide, and five 20 minute segments without an aide. A comparison of the I/D teacher profile for the time when an aide was present and when not present in the classroom was made. The D stands for the percentage of time the teacher displays direct behavior (i.e., lecturing, giving directions, criticizing and justifying authority). The I stands for the percentage of time a teacher displays indirect behavior (i.e., clarifying and supporting pupils' feelings and ideas, listening to pupils, praising and encouraging position behavior).[4]

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[4]Muriel Gerhard, Effective Teaching Strategies with the Behavioral Outcomes Approach, West Nyack, N. Y., Parker Publishing Company, Inc., 1971, p. 38.

This I/D teacher profile is the work of Flanders and Amidon. The use of the interaction analysis scale and matrix, which these researchers have produced, has yielded extremely significant findings. For example, it was found that when pupils were instructed by a teacher who had a high I/D ratio (utilizing the indirect method a large percentage of the time), the pupils demonstrated increased achievement in knowledge and tool skills.[5]

Although observations of only four teachers may seem to be a small number of samples, it must be remembered that the observations took place both with and without aides for periods of several hours, and involved several observers. Further, it was not possible to set these observations up until late May, and time simply ran out to the extent a larger number of observations was not possible.

The prerequisite necessary to bring about the desired behavior was the presence of the aide in the classroom. The desired proficiency level, then, as indicated in the above discussion, was to have a higher I/D ratio with the aide present than with the aide absent.

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[5]Edmund J. Amidon and Ned A. Flanders, "The Role of the Teacher in the Classroom," Ann Arbor, Michigan: The School of Education, University of Michigan, 1963, Mimeo.

There was also an attempt to measure the attitudes of teachers, principals and students towards volunteers in the classroom, using a semantic differential (Appendix B). In addition, an open-ended questionnaire was given out to teachers, principals and volunteers. One added facet was an attempt to ascertain what type of teacher utilized aides by giving the Minnesota Teacher Attitude Inventory to a sampling of those teachers who utilized aides.

Results

A team of three school psychologists, assisted by the senior school psychologist, utilized the Flanders Interaction Analysis technique as outlined in the evaluation procedure. Their complete report is found in Appendix C. Their findings are summarized as follows:

In three of four matched comparisons, the teacher was less directive when using an aide, a condition which enhances the educational process and fosters a better classroom climate. The percentage of student initiated response was four percent higher with an aide present in the classroom.

In three of four matched comparisons, the students were more expressive with an aide present in the classroom. It is felt that greater student expression leads to greater growth and a happier atmosphere.

In the same four comparisons, the teacher talked less with an aide present, thus permitting greater student involvement and participation. This also was felt to contribute significantly to a positive educational process.

Justification for the above summaries is shown by Withall and Lewis, "...in a teacher-centered situation, the behavior of the teacher tended to support himself first, the problem second, and the student third. As a consequence, it was difficult for the student to operate efficiently in the situation, and as a result, interpersonal anxieties were created. In a learner-centered situation, the behavior of the teacher tended to support the student first, the problem second, and the teacher third. As a consequence, the student was able to clarify his position in the structure of the interaction, and his interpersonal anxiety remained within tolerable limits.[6]

It would appear that in the classrooms studied, the utilization of aides contributes to a more positive classroom environment as identified by Flanders. Since the number of teachers surveyed was

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6 John Withall and W. W. Lewis, "Social Interaction in the Classroom," Handbook of Research on Teaching, N. L. Gage, Editor, Chicago: Rand McNally and Company, 1967, p. 698.

small, a generalization to the effect that using aides would tend to make all teachers less direct, might be on somewhat "shaky ground." Before an extrapolation of this type could be made from the data, more studies would probably have to be made. However, there is certainly enough evidence to justify and give direction to further studies. As indicated earlier in the discussion, attempts were made to assay the attitudes of various groups concerning volunteer aides.

The results from the semantic differential administered to teachers in order to elicit their attitudes towards volunteers in the classroom is indicated in Table I.

A generalization which can be made from Table I is that most teachers who used aides felt very positive about having aides in their classroom. The semantic differential was also administered to an arbitrarily selected group of upper elementary students whose teachers utilized aides. The results of this survey are shown in Table II.

The responses of the students indicating their attitudes toward volunteer aides in the classroom mirrors the positive attitudes held by teachers who used aides. Only three principals responded to the semantic differential; however, it was felt their responses should

TABLE I

Responses of Teachers on a Semantic Differential Instrument Entitled "What I Think of a Volunteer." N = 33

	Extreme	Strong	Moderate	Slight	Both or Neither	Slight	Moderate	Strong	Extreme	
Cooperative	17	11	1	0	0	1	0	0	0	Uncooperative
Asset	16	14	0	1	1	0	0	0	0	Liability
Pleasant	20	10	2	0	0	0	0	0	0	Unpleasant
Efficient	16	12	3	0	0	0	1	0	0	Ineffective
Reliable	16	7	6	1	0	0	1	0	0	Undependable
Sensible	17	12	2	0	1	0	0	0	0	Scatterbrained
Knowledgeable	13	10	8	1	0	0	0	0	0	Ignorant
Communicative	15	12	4	0	0	0	1	0	0	Noncommunicative
Flexible	13	13	4	1	1	0	1	0	0	Rigid
Spontaneous	10	14	7	0	0	1	0	0	0	Structured

TABLE II

Responses of Upper Elementary Students on a Semantic Differential Instrument Entitled "What I Think of a Volunteer"/ N = 14

	Extreme	Strong	Moderate	Slight	Both or Neither	Slight	Moderate	Strong	Extreme	
Cooperative	9	5	0	0	0	0	0	0	0	Uncooperative
Asset	6	6	1	1	0	0	0	0	0	Liability
Pleasant	13	0	1	0	0	0	0	0	0	Unpleasant
Efficient	9	4	0	0	0	1	0	0	0	Ineffective
Reliable	4	6	4	0	0	0	0	0	0	Undependable
Sensible	7	5	2	0	0	0	0	0	0	Scatterbrained
Knowledgeable	10	4	0	0	0	0	0	0	0	Ignorant
Communicative	8	4	2	0	0	0	0	0	0	Noncommunicative
Flexible	7	3	3	0	0	0	0	0	1	Rigid
Spontaneous	3	8	2	0	0	0	0	0	1	Structured

TABLE III

Responses of Principals on a Semantic Differential Instrument Entitled, "What I Think of a Volunteer". N = 3

	Extreme	Strong	Moderate	Slight	Both or Neither	Slight	Moderate	Strong	Extreme	
Cooperative	1	2	0	0	0	0	0	0	0	Uncooperative
Asset	2	0	1	0	0	0	0	0	0	Liability
Pleasant	2	1	0	0	0	0	0	0	0	Unpleasant
Efficient	1	0	2	0	0	0	0	0	0	Ineffective
Reliable	2	0	1	0	0	0	0	0	0	Undependable
Sensible	1	1	0	1	0	0	0	0	0	Scatterbrained
Knowledgeable	1	1	1	0	0	0	0	0	0	Ignorant
Communicative	2	0	1	0	0	0	0	0	0	Noncommunicative
Flexible	2	0	0	1	0	0	0	0	0	Rigid
Spontaneous	1	1	1	0	0	0	0	0	0	Structured

be noted as it seemed to follow the trend in attitudes towards aides expressed by the other groups so surveyed. Their responses are shown in Table III.

The responses of all three groups seemed to indicate that the volunteer aides were enthusiastically received by all facets of the educational community. It is interesting to note that this held for feelings about the aides' skills -- (communicative) and knowledge (knowledgeable), as well as their personality attributes (cooperative, flexible, etc.). By and large, as far as attitudes go, it seems that having volunteer aides in the classroom was a positive experience, at least as far as the school system was concerned. Although no volunteers were surveyed using an instrument of this type (a mistake), it would seem that they would feel in a way similar to the other groups. It would be difficult to imagine the extremely positive attitudes displayed by the students, teachers and principals not being reciprocal to a great degree.

The volunteers did respond to an open-ended questionnaire, however, the questionnaire was not distributed until early June. At that time most volunteers had already finished their duties and they were difficult to contact. Because of this problem, there were only a few respondents to the questionnaire, not only from aides,

but also teachers and principals. Those who did respond, however, showed through their answers the same attitudes and feelings toward the utilization of aides as indicated on the semantic differential.

As an added study, an attempt was made to examine the characteristics of teachers who used volunteer aides. A group of 14 arbitrarily selected teachers were administered the Minnesota Teacher Attitude Inventory. This instrument provides a ranking scale which, when applied to a teacher, indicates the type of teacher-pupil relations maintained in the classroom. Teachers who fall at the high end of the scale generally work together with students in a cooperative atmosphere of social endeavor. Those at the low end of the scale generally attempt to dominate the classroom with an "iron hand" kind of rule.[7]

It was a great surprise, therefore, when the scores of the teachers who utilized aides were examined. With the exception of one teacher who had a percentile ranking of 51%, all scored below the 45th percentile, with the majority being in the low twentieth.

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[7]Walter W. Cook, Carrol H. Leeds, Robert Callis, Minnesota Teacher Attitude Inventory: Manual, New York, N. Y., The Psychological Corporation, undated, p. 3.

One individual scored at the third percentile level. These ratings seem to indicate that autocratic teachers can utilize aides successfully. One must be careful not to say that all or most teachers who use aides are autocratic, because the sample was not large, nor was it a random sample. What we did learn was than an authoritative teacher can use an aide successfully. This is doubly important because the use of an aide, as indicated by the Flanders scale, tends to make a teacher less authoritative while the aide is in the classroom. What this means is that a way has been developed to make an autocratic teacher less directive and more indirect in working with students. Said another way, a method has apparently been uncovered by which the behavior of a teacher can be altered in a positive way.

Based upon the somewhat limited evaluation data, PROJECT VUE seems to have been successful in both its: 1) development, 2) implementation. In addition, it has accomplished a better community-school interrelationship by involving over 900 volunteers on a regularly scheduled basis within the school system. This does not mean that work should cease on the program. Based upon the evaluation of the process objectives, there are improvements which need to be made in the program.

RECOMMENDATIONS CONCERNING PROJECT VUE

In order to insure that the model for utilization of volunteers in the Palm Beach County Schools remains a dynamic and viable concept, it is necessary to utilize the feedback provided from various sources to modify the program. The major modifications suggested are:

1. Continue and expand PROJECT VUE
2. Reorganize and training sessions so that they occur at the school and on the job as much as possible. Ways must be found to make the training sub-system less bureaucratic.
3. Develop new recruitment procedures.
4. Develop support, including financial, in the business community of Palm Beach County.
5. Make an indepth study as to the relationship of aides in changing the classroom climate, that is to say, the teacher-learner interaction.
6. Develop further the aspects of the program dealing with resource types of aides.

The complete implementation of any one, a combination, or all of the above is probably beyond the scope of one individual's time

or talent, but could conceivably be done by a group or groups working in concert with the Project Vue specialist.

APPENDIX A

OBJECTIVES OF PROJECT VUE

The implementation of the management model is to occur in several phases, some of which may overlap. Each phase has one or more operational procedures and evaluations to facilitate the accomplishment of the program's primary purpose.

Phase I (August, 1972)

A. Process Objectives: The development by a committee during a series of meetings in August, 1972 the following:

1. A statement of needs for the county school system concerning the use of volunteer aides.

2. Delineation of an identifiable problem central to increased utilization of primarily non-financial resources to meet these stated needs.

B. Operational Procedures:

1. Appointment by the Superintendent of the Committee for the Study of the Utilization of Volunteer Aides in Palm Beach County Schools.

2. Brainstorming sessions, review of literature regarding existing programs and formal study by committee.

3. Written compilation of pertinent data by committee chairman.

C. Evaluation

1. The production of a general statement of need. This is found in pages 2-3 of this document.

2. The development of the statement by the committee found on page 3 of this document that there should be a comprehensive plan for the utilization of volunteers in the schools of Palm Beach County.

Phase II (September, 1972)

A. Process Objectives: During the month of September, 1972, the committee and/or the committee chairman will develop and describe in written form the following:

1. A document representing the written form for PROJECT VUE to be presented to the School Board and the general public at an appropriate time. This document is to show the program consisting of seven phases as listed:

   Phase I - Identification of problem
   Phase II - Conceptualization of solution and program design
   Phase III - Recruiting and training period
   Phase IV - Operational functioning of aides in classroom setting
   Phase V - Evaluation
   Phase VI - Study for further utilization
   Phase VII - Further implementation and follow-up

   (a) Objectives, either process or performance, operational procedures and evaluation procedures will be listed for each phase.

   (b) A procedure for listing how to determine needed training materials, facilities, and financial support will be listed in the appropriate part of the plan.

2. A time frame representing a plan implementation schedule will be stated.

3. Present programs and future special programs (i.e. Right to Read), which utilizes aides, will be identified in September, 1972.

4. Types of aides needed will be identified by the chairman and committee in September, 1972.

B. Operational procedures:

1. The committee and/or chairman, meeting in groups and working individually, will prepare a plan.

2. The chairman will confer with individuals and develop a time frame.

3. School principals and county staff will be surveyed to identify ongoing programs.

4. School center principals will indicate types of aides needed on a survey form.

C. Evaluation:

1. Production of this document.

2. The time frame is found on the flow diagram in appendix A.

3. Present programs are listed in appendix D.

4. Types of aides are identified in appendix E.

Phase III (October, 1972 - January, 1973)

A. Process objectives:

1. During October, 1972, principals of schools wishing to utilize volunteers will be identified by a survey form prepared, disseminated and analyzed by the committee chairman.

2. During the month of November, the information office will disseminate appropriate information for volunteer recruitment to the public at large, and selected agencies, so that geographic volunteer pools may be formed.

3. Each participating school center principal will identify a school center volunteer coordinator during November. This individual is to be a volunteer. The purpose of this position is to coordinate activities of aides and teachers within the school center. In schools that have a small number of volunteer aides, this person may also do other duties; however, in schools utilizing a large number of aides, it is recommended this be a separate placement.

4. The employment of a Project Vue specialist for the program is to be funded by the Junior League.

5. During October and November an "Orientation Handbook" for use by volunteer aides, teachers and administrators will be developed and printed by a sub-committee representing the schools and the Junior League.

6. During January, each aide and participating faculty member will have brief pre-service and inservice training sessions conducted through the Department of Adult and Community Education.

B. Operational procedure:

1. The committee chairman will conduct a survey (see appendix C) of school center principals.

2. (a) The information office will inform public and groups of the program for the purpose of soliciting volunteers. Means to be used are: TV, newspapers, radio, personal appearances, and other appropriate appeals.

(b) Persons interested in volunteering will call or write the information office, who, in turn, will send an application blank.

(c) Returned blanks will be placed in group by school center volunteers for and/or geographic distribution.

(d) During December, 1972, school center principals will screen applicants for their school center.

(e) Applicants selected and rejected (if any) will be notified through form letter by school center principals; a list of those selected will be sent to the information office and/or county coordinator. Selected applicants will be sent an orientation handbook by the information office and/or county coordinator; they will also be notified as to time and location of their first training session. These procedures are to take place in December, 1972.

3. From their list of potential aides, or already-on-the-job aides, each school center principal will identify a school center aide coordinator.

4. The Project Vue specialist will be employed with funding by the Junior League. This specialist will be housed within the Department of Adult and Community Education.

5. The sub-committee, composed of school personnel and Junior League members, will develop and have printed an "Orientation Handbook" for volunteer aides.

6. Training sessions to be conducted during January, 1973, are described as follows:

(a) Aides:

(1) One session (maximum three hours) held at each of four media centers for all volunteers, conducted through Office of Adult and Community Education. This will be repeated at each location three times in order to accomodate aides. Topics to be covered: orientation to program, aide classification, legal responsibility, principles of child development.

(2) One session at school center (maximum three hours) conducted by principal and/or school center coordinator. Topics to be covered: school plant (aides should be furnished a map), school hours, nature of school programs, types of aides needed in various programs; remainder of sessions to matching of aides with programs and teachers.

(3) Additional sessions (optional) at school center if needed to accomodate special needs (example: a class in how to thread a movie projector) to be arranged by the school center coordinator and principal.

(4) On-the-job training and supervision as required--conducted by the teacher and school center coordinator.

(b) Teachers:

One session (maximum three hours) on how to most effectively and efficiently use an aide, with emphasis on human relations--conducted through Department of Adult and Community Education arranged by the school center principal or his agent.

C. Evaluation:

1. A list of schools wishing to participate is found in appendix F.

2. The objective will be considered fulfilled if a number of volunteers sufficient to fill available needs respond.

3. The objective will be considered fulfilled when principals have identified their school center aide coordinator.

4. This optional objective will be fulfilled if, and when, a county coordinator and/or secretary is employed.

5. This objective will be considered fulfilled when the orientation handbook is printed.

6. This objective will be fulfilled when all training sessions are completed.

Phase IV (February, 1973 - May, 1973)

A. Performance objective:

1. During February-May of 1973, the volunteer aide and participating teachers will function as a team to improve the learning environment for children.

B. Operational procedures:

1. Aides, teachers and students will function in their roles as they evolve and develop.

C. Evaluation:

The improvement of learning environment will be measured in two ways as follows:

1. Regular scheduled instructional, related aide usage. Under the assumption that increased student participation is conducive to improving the learning environment, randomly selected

classes utilizing aides will be compared with matched classes not utilizing aides. Specifically, a class after four months exposure with a regularly scheduled aide will hopefully demonstrate a statistically significant difference in student initiated interaction, either verbal or non-verbal, measured with an appropriate interaction scale, than a matched class not utilizing aides.

2. Attitudes towards having an aide in the classroom will be measured in randomly selected teachers, aides and students. A locally constructed semantic differential, covering various aspects of the aides involvement, will be administered to these groups. Results will be treated with a T-test. A statistically significant difference is expected.

Phase V (May, 1973)

A. Process objective:

1. The committee chairman or his agent will develop an evaluation report on PROJECT VUE during the final two weeks of May.

B. Operational procedure:

1. The committee chairman or his agent will utilize the results from the evaluation procedures of phase IV to prepare a written report.

C. Evaluation:

1. The objective will be considered fulfilled when the report is completed.

Phase VI (June, 1973)

A. Process objective:

1. The Committee for the Study of the Utilization of Volunteer Aides in Palm Beach County Schools will make a written recommendation to the Superintendent as to further implementation of the program.

B. Operational procedure:

1. The committee will meet and review the evaluation report. Based upon this study, a recommendation will be made.

C. The submission of this written recommendation to the Superintendent by the chairman will fulfill this objective.

Phase VII (July, 1973)

A. Process objective:

1. The Superintendent, during July, will direct the committee in writing to either continue the program or discontinue it.

B. Operational procedure:

1. The Superintendent shall study the committee's recommendation and react to it in writing.

C. Evaluation:

The Superintendent's written directive will fulfill the objective.

APPENDIX B

SEMANTIC DIFFERENTIAL

"What I Think of a Volunteer"

WHAT I THINK OF A VOLUNTEER.

Name:_____ Position:_____ Date:_____

Above you will find the phrase "What I think of a volunteer " and below a scale with nine steps for each scale. The meaning of each scale is given by the words at the ends of each scale. Note that the end words are opposites of each other.

Look at the words at the ends of each scale, and descide where on the nine points of the scale you feel the phrase "What I think of a volunteer " should be checked. The meaning of each point on the scale is indicated by the words extremely, strongly, moderately, slightly, and neither or both.

In checking the scales be sure to: (1) place only one check on each scale; (2) omit no scales, even if it is just your best guess.

	Extreme:	Strong:	Moderate:	Slight:	Both or Neither:	Slight:	Moderate:	Strong:	Extreme:	
Cooperative.	____	____	____	____	____	____	____	____	____	Uncooperative.
Asset.	____	____	____	____	____	____	____	____	____	Liability.
Pleasant.	____	____	____	____	____	____	____	____	____	Unpleasant.
Efficient.	____	____	____	____	____	____	____	____	____	Ineffective.
Reliable.	____	____	____	____	____	____	____	____	____	Undependable.
Sensible.	____	____	____	____	____	____	____	____	____	Scatterbrained.
Knowledgeable.	____	____	____	____	____	____	____	____	____	Ignorant.
Communicative.	____	____	____	____	____	____	____	____	____	Non-communicative.
Flexible.	____	____	____	____	____	____	____	____	____	Rigid.
Spontaneous.	____	____	____	____	____	____	____	____	____	Structured.

APPENDIX C

EVALUATION OF PROJECT VUE

USING THE

FLANDERS INTERACTION ANALYSIS

EVALUATION OF PROJECT VUE

USING THE

FLANDERS INTERACTION ANALYSIS

John A. Demming, Director
Pupil Personnel Services

William R. Thompson, Ph.D.
Senior School Psychologist

Prepared and submitted by:

David S. Herron
Deborah Richardson
Mary Ellen Sapp

1 A Teacher with no aide.

Open School -- Language arts

Early primary activity learning about syllables.

1 C Teacher with aide.

Open School -- Early primary

Teacher is working with small group on flash cards.

Conclusions:

There was more opportunity for student talk with the aide present.

There was less criticism from the teacher with the aide present.

More praise was given when the aide was not present because of the learning activity itself.

The teacher was less directive with the aide present.

1 A

TEACHER WITH NO AIDE

	1	2	3	4	5	6	7	8	9	10
1										
2		.005		.096		.048	.016	.005		
3										
4		.021		.048				.193		.016
5				.010	.005					
6				.053		.016		.037		
7				.016		.010				.005
8		.134		.053	.005	.037	.010	.043		.016
9										
10				.016				.016		.010
total	0	31	0	55	4	22	5	60	0	9
%		.166		.295	.021	.118	.026	.322		.048

Matrix Total 186

I/D Ratio = .741

Revised i/d Ratio = .5344

i/d Row 8 = _____

i/d Rows 8& 9= _____

Teacher Talk .623

Extended indirect = 1

Extended Direct = 5 = .026

Extended i/d = _____

Student Talk .322

3-3 Cell = 0

9-9 Cell = 0

Vicious Circle = _____

S/T _____

TEACHER WITH AIDE

	1	2	3	4	5	6	7	8	9	10
1										
2		.01		.040	.01		.005	.040		.005
3										
4				.025	.020			.07		
5		.005		.025	.020			.075		.030
6										
7										
8		.085		.015	.060	.070	.005	.090		.090
9										
10		.01		.01	.025	.015		.07		.06
total		23	1	24	28	7	4	73	0	40
%		.115	.005	.120	.140	.035	.020	.365	0	.20

Matrix Total 200

I/D Ratio = .551

Revised i/d Ratio = .685

i/d Row 8 = _____

i/d Rows 8& 9= _____

Teacher Talk .435

Extended indirect = 3

Extended Direct = 0

Extended i/d = _____

Student Talk .365

3-3 Cell = 0

9-9 Cell = 0

Vicious Circle = 0

S/T _____

9 A Teacher with no aide.

Fourth grade

The whole class was doing word puzzles, a game type activity.

9 B Teacher with aide.

The teacher involved the whole group in a discussion about the year's activities. The aide was not utilized.

Without the aide, the teacher involved the children in an unstructured activity. Seventy-nine per cent of the time was spent in confusion.

Although the teacher did not utilize the aide, the classroom atmosphere was more positive with the aide present.

This suggests that teachers may need additional help to utilize aides effectively in the classroom setting.

9 A

TEACHER WITH NO AIDE

	1	2	3	4	5	6	7	8	9	10	
1											
2											
3											
4								.029			
5											
6											
7											
8										.0210	
9											
10				.0253	.0210			.012		.729	Matrix Total
total	0	2	0	13	11	2	4	16	1	188	237
%		.008		.054	.046	.008	.016	.067	.008	.793	

I/D Ratio = .681

Revised i/d Ratio = .25

i/d Row 8 = _____

i/d Rows 8& 9= _____

Teacher Talk .0928

Extended indirect = 0

Extended Direct = 0

Extended i/d = _____

Student Talk .071

#_3-3 Cell = 0

9-9 Cell = 0

Vicious Circle = _____

S/T _____

TEACHER WITH AIDE

	1	2	3	4	5	6	7	8	9	10	
1											
2				.032	.006					.006	
3				.006	.006					.006	
4				.163	.013		.032	.117		.026	
5				.0261	.0					.013	
6											
7				.0326	.006		.045	.032		.006	
8		.045	.006	.045	.006		.039	.156		.026	
9											
10			.013	.045			.006	.019		.019	Matrix Total
total	0	7	3	49	8	0	19	51	0	16	153
%	0	.045	.019	.320	.052		.124	.333		.1045	

I/D Ratio = .77

Revised i/d Ratio = .344

i/d Row 8 = _____

i/d Rows 8& 9= _____

Teacher Talk .52

Extended indirect = 0

Extended Direct = 7 = .045

Extended i/d = _____

Student Talk .333

3-3 Cell = 0

9-9 Cell = 0

Vicious Circle = _____

S/T _____

7 C Teacher with no aide.

Second grade

The teacher worked with a group of twenty students, assigning eight to independent seat work. She did math word problems with the remaining twelve students.

7 A Teacher with aide.

Teacher worked with eight children in language arts activity on vowel sounds.

Interpretation:

There was more student talk with the aide in the room.

The teacher talked more with the aide present but was less directive.

There was less confusion with the aide present.

There was less criticism with the aide present.

TEACHER WITH NO AIDE

	1	2	3	4	5	6	7	8	9	10
1										
2		.004		.012	.024	.012		.012		.012
3										
4		.004		.02	.012	.012		.096		.004
5		.004		.028	.052	.004		.028		.032
6		.004		.016	.008	.004		.02		.036
7				.008	.004		.036	.004		.004
8		.052		.048	.036	.02	.004	.036		.016
9					.004					
10		.004		.02	.004	.036	.016	.024	.004	.18
total	0	19	0	38	36	22	14	54	1	72
%	0	.07	0	.14	.14	.07	.5	.21	.003	.28

Matrix Total 256

I/D Ratio = .43

Revised i/d Ratio = .34

i/d Row 8 = _____

i/d Rows 8& 9= _____

Teacher Talk 50

Extended indirect = .004

Extended Direct = .04 / (.039)

Extended i/d = _____

Student Talk 21

#_3-3 Cell = 0

9-9 Cell = 0

Vicious Circle = .04

S/T 2.5

TEACHER WITH AIDE

	1	2	3	4	5	6	7	8	9	10
1										
2				.017	.011	.022		.005	.017	
3										
4				.034	.017	.005		.1034		.028
5		.017		.040	.0632	.011		.034	.005	.011
6				.022	.011	.017		.022		.011
7								.011		
8		.051		.051	.040	.005	.005		.017	.040
9				.008	.022	.011		.005	.005	.022
10				.022	.028	.011		.028	.028	.045
total	0	12	0	34	34	15	1	37	13	28
%		.068		.195	.195	.086	.0057	.212	.074	.1609

Matrix Total 174

I/D Ratio = .47

Revised i/d Ratio = .428

i/d Row 8 = _____

i/d Rows 8& 9= _____

Teacher Talk .55

Extended indirect = 0

Extended Direct = 3 = .017

Extended i/d = _____

Student Talk .28

3-3 Cell = 0

9-9 Cell = 1

Vicious Circle = _____

S/T _____

6 B Teacher with no aide.

First grade

Reading group activity

6 A Teacher with aide.

Reading group activity.

The teacher praised the children more and was less directive with the aide present. It appears that the preceding factor correlate with a generally higher rate of interaction occurring in the classroom setting.

6 B

TEACHER WITH NO AIDE

	1	2	3	4	5	6	7	8	9	10
1										
2		.008		.020	.012	.008	.004	.025		
3										
4					.004	.004		.004	.142	.004
5				.016	.020	.012		.041		
6				.012	.004	.012		.029		.004
7				.012				.025		
8		.058	.008	.083	.046	.029	.029	.025	.138	.004
9										
10				.004	.004	.004		.004		
total	0	17	2	36	22	17	9	133	0	3
%		.071	.008	.150	.092	.071	.037	.556		.012

Matrix Total 239

I/D Ratio = .533

Revised i/d Ratio = .422

i/d Row 8 = _____

i/d Rows 8& 9= _____

Teacher Talk .430

Extended indirect = .008

Extended Direct = .02

Extended i/d = _____

Student Talk .556

3-3 Cell = 0

9-9 Cell = 0

Vicious Circle = _____

S/T _____

TEACHER WITH AIDE

	1	2	3	4	5	6	7	8	9	10	
1											
2		.0039		.023	.0039	.015	.0118	.0355		.007	
3											
4				.0118	.0079	.0079		.098		.0039	
5		.0039		.0118	.0039	.0039		.0197			
6				.0197		.0355	.0188	.0355		.0197	
7											
8		.0039		.0434	.0237	.0276	.023	.126		.0327	
9											
10		.0039		.015		.0327	.007	.0197		.0355	Matrix Total
total	0	25	0	32	11	28	16	113	0	28	253
%		.0988		.126	.043	.110	.0632	.446	0	.1106	

I/D Ratio = .60

Revised i/d Ratio = .36

i/d Row 8 = _____

i/d Rows 8& 9= _____

Teacher Talk .442

Extended indirect = 1

Extended Direct = 13 = .051

Extended i/d = _____

Student Talk .446

3-3 Cell = 0

9-9 Cell = 0

Vicious Circle = _____

S/T _____

SUMMARY OF

CATEGORIES FOR INTERACTION ANALYSIS

TEACHER TALK	INDIRECT INFLUENCE	1. * ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included. 2. * PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hm?" or "go on" are included. 3. * ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to Category 5. 4. * ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5. * LECTURING: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions. 6. * GIVING DIRECTIONS: directions, commands, or orders with which a student is expected to comply. 7. * CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
STUDENT TALK		8. * STUDENT TALK - RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. * STUDENT TALK - INITIATION: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. * SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

* There is NO scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate--not to judge a position on a scale.

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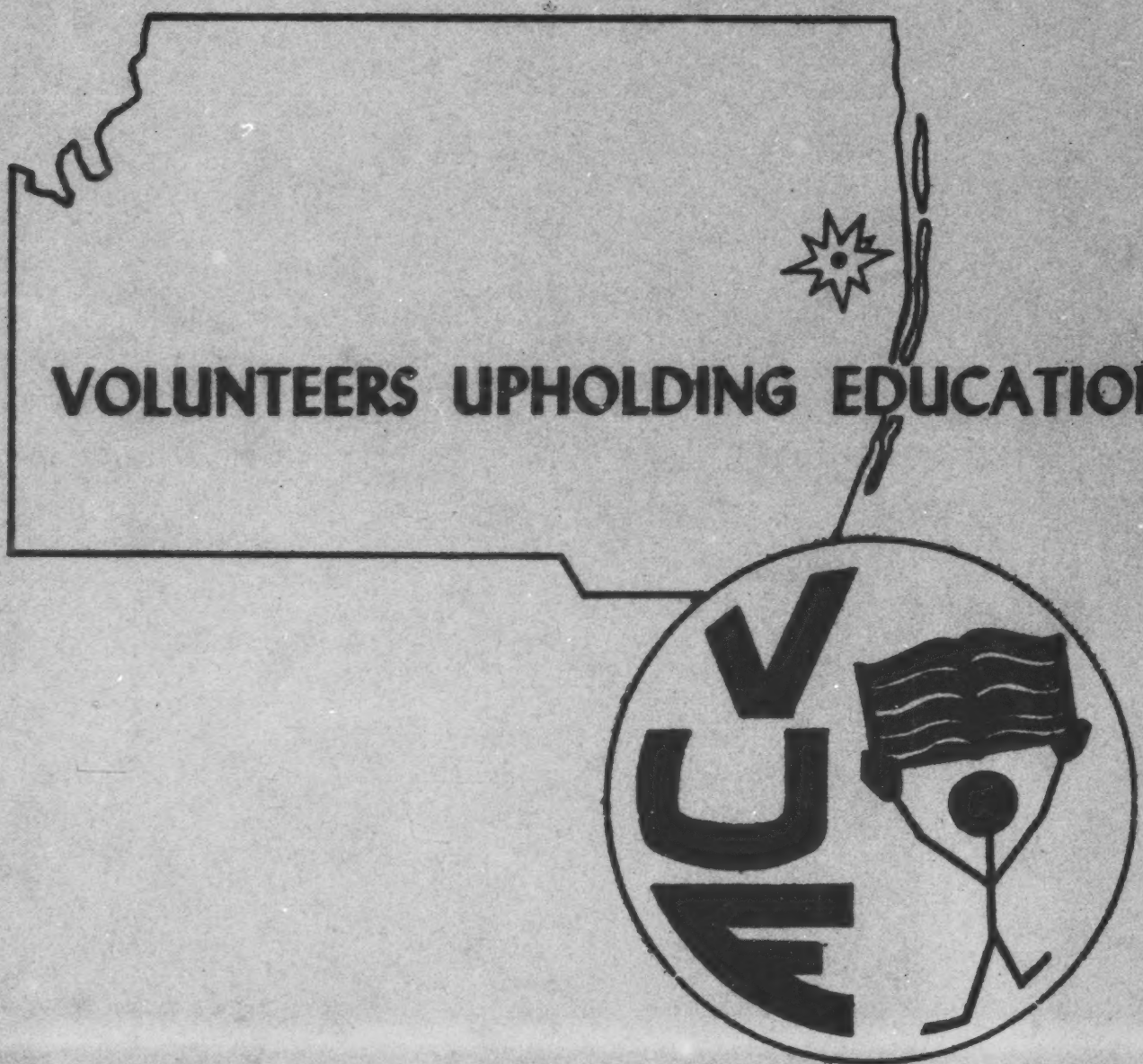

VOLUNTEERS UPHOLDING EDUCATION
VUE

WELCOME TO VOLUNTEERS UPHOLDING EDUCATION

We are so pleased to have you join our Volunteers Upholding Education fellowship, for we know that you are a person who shows your concern by acting in a positive manner. Palm Beach County welcomes you to its schools, and many of our children will be greatly indebted to you for your generous action.

This volunteer handbook is put together to assist you as you work in the schools, to obtain a vey rich and meaningful relationship with the staff and children.

Project V. U. E. can contribute a geat deal to the educational system; we hope that it will be a great success. The prime ingredeint of a sucessful volunteer program is a well informed and competent volunteer. This handbook is the first step in that direction.

As a volunteer, you are responsible for knowing and abiding by the the information in this handbook. The School Board of Palm Beach County has endorsed this project and heartily welcomes you to the school system.

INDEX

A WELCOME FROM DR. JOSEPH M. CARROLL---------- PAGE 1

THE BIRTH OF V. U. E.---------- PAGE 2

VOLUNTEERS, WHO NEEDS THEM?---------- PAGE 2

WHAT ARE THE GOALS OF EDUCATIONAL VOLUNTEERS------- PAGE 2 & 3

V. U. E. IS TAILORED TO SUIT YOU---------- PAGE 3

WHAT CAN V. U. E. OFFER YOU?---------- PAGE 3 & 4

ARE YOU READY TO GO TO SCHOOL? ---------- PAGE 4

BECOME A TEAM WITH THE TEACHER ---------- PAGE 5 & 6

BECOME A FRIEND TO THE STUDENT ---------- PAGE 6 & 7

HOW TO CONTROL YOUR STUDENT---------- PAGE 7 & 8

SOME THINGS TO EXPECT FROM CHILDREN ---------- PAGE 8-10

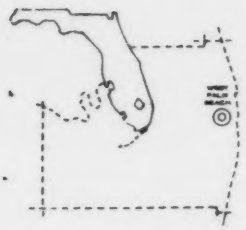
CODE OF ETHICS FOR EDUCATIONAL PROFESSION --------- PAGE 10 & 11

THE OUTSTANDING VOLUNTEER ---------- PAGE 11 & 12

IN A FEW WORDS ---------- PAGE 12 & 13

A PARTING WORD ---------- PAGE 13

ADDENDUM ---------- SECTION A



THE SCHOOL BOARD
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WELCOME EDUCATIONAL VOLUNTEERS

It is a pleasure to welcome you as an educational volunteer in the Palm Beach County school system.

We need more assistance in the classroom so that teachers may work in a concentrated manner with students and give them more individualized attention. Volunteers are needed to free our teachers from certain non-instructional duties and to assist teachers in working with the students. Additional enrichment provided by community resource volunteers; such as people in business who have traveled or have special interests and hobbies are also an important part of this program.

As well as the numerous benefits derived by the children, your presence in our schools will enable you to gain a greater awareness of some of the problems facing education today. We believe that cooperation with the community and use of its resources may help overcome some of these problems. We appreciate your willingness to give your precious time and talents to assist our educational system. We are certain that you will reap a rich harvest from helping a child to improve his education.

Most sincerely,

J M Carroll

Dr. Joseph M. Carroll
Superintendent of Schools

THE BIRTH OF V. U. E.

About a year ago, the Junior League of the Palm Beaches became interested in sponsoring a volunteers in education program. Since many of the members volunteer in schools they felt a county organized program could accomplish a great deal. In November 1972, the school board endorsed the project and VOLUNTEERS UPHOLDING EDUCATION was born.

A steering committee of 15-20 members is the governing body of V. U. E. It consists of both laymen and Palm Beach County school staff. This group meets once a month for decision making and to give advice to the coordinator. It is also a working body with subcommittees for implementing the program.

Mrs. Vanda Williamson serves as program coordinator and is located in the Department of Adult and Community Education. Her office is a central recruiting, training, placing and clearing house for the volunteers. The V. U. E. coordinator is responsible for the workings of the program and looks not only to the steering committee for direction, but check policies carefully with the superintendent of schools. A full-time secretary is available in the Department of Adult and Community Education to answer telephones for V. U. E. during normal office hours.

VOLUNTEERS - WHO NEEDS THEM?
V. U. E. DOES!

Each child is unique. He has his own growth rate mentally, physically and socially. As such, it is every child's right to be helped at his own rate of progress.

The sucess of a student depends on his opinion of himself, the attitudes of his parents, and the amount of individual attention provided.

By offering your services as a volunteer, you will be aiding the children, teachers and schools of our community. We need volunteers in education to improve the standard of learning without increasing the costs.

THEREFORE, V. U. E. NEEDS YOU!

WHAT ARE THE GOALS OF EDUCATIONAL VOLUNTEERS?

There are numerous interracting objectives for the volunteers. The basic goals are on the following list.

1. To offer indivdualized attention to the students
2. To provide added enrichment to the curriculum.
3. To stimulate interest, concern and support for the education system
4. To relieve teachers of non-professional duties.
5. To increase children's self-evaluation and opinions.
6. To improve a child's self-motivation for learning.
7. To involve the community in the schools for the betterment of both.
8. To assist children with developing self-control, and to become self-directive.
9. To widen the experiences of the children.
10. To help children develop a more positive attitude toward school and academic achievements.

V. U. E. IS TAILORED TO SUIT YOU

There are several different catagories of volunteers:

1. Regular volunteers. These are people who may come on a certain day or days at a regular time and who will come consistently for one semester or longer.

2. Temporary volunteers. These are people who cannot abide by a regular schedule because of committments, work or children etc., but would like to help. Their names are available to be called in times of extra work at school, special assignments and the like.

3. Right-to-read trained volunteers. These people have a special interest in tutoring students in reading. They complete training courses up to 20 hours. Upon completion of the course they are awarded certificates from National Reading Institue.

4. Resource volunteers. People with special talents, hobbies or interests, collections or business skills who would visit a class to give special enrichment and to emphasize the teacher's lesson. We are particularly hopeful that this may help lower the "drop out" rate if children can be shown that academic skills DO have a practical application.

WHAT CAN V. U. E. OFFER YOU?

A three- hour orientation session is offered to all volunteers to explain the many roles volunteers play and the responsibilities of a professional volunteer. A little background on

child psychology is included along with general discussion on the involement of a volunteer in the school.

After the orientation, specialized workshops are offered to all volunteers in any field required. These may vary from new math to library and clinic to reading.

Every six weeks, meetings may be held for volunteers to get together to share experiences and possibly gain some new ideas to share with their students and schools.

At the end of a year, certificates are awarded to volunteers for outstanding service. We hope the funds will come available to have an annual appreciation banquet with guest speakers.

A monthly volunteer letter to pass news of current training sessions, meetings, good news of other volunteers and a little chit-chat will be printed and distributed to all volunteers.

ARE YOU READY TO GO TO SCHOOL?

In each school the principal, as administrative head, is responsible for the functioning of the program in his school. We suggest that each school center extablish a mini-steering committee to assist him. This committee should consist of five or six members: The principal, the curriculum assistant or guidance counselor, a reading specialist, the teacher, the volunteer coordinator and a volunteer.

This committee could:

1. Set up school policies regarding volunteers
2. Discuss volunteer or teacher problems.
3. Find some way to resolve any unhappy situation.
4. Prevent one person from being responsible for all decisions.
5. Represent all sides of the cube during discussion.
6. Pass on news to volunteers and gather news from own group to give to V. U. E. coordinator for the newsletter.
7. Act as go-between for the V. U. E. office and school.

8. Aid with evaluation of the schools' volunteer program. Also, offer suggestions for improvement of the total volunteer program.

A volunteer is placed in a school that is geographically convenient and where there is a need for that particular volunteer's talents and skills.

When a volunteer wishes to assist a certain school, the principal is notified and a meeting is set up with the principal, teacher(s) and volunteer(s). The principal may then explain the rules and regulations of the school, and the teacher and volunteer may decide if their times and personalities are compatible.

When a volunteer is working in the school, they should:

1. Wear a V. U. E. button at all times.
2. Sign in on arrival at the front desk and out upon departure.
3. Sign a pledge of reliance (regular volunteers only).
4. Comply with any rules and regulations that the principal of the school requests.
5. Use the school telephone for emergencies only.
6. Watch the bulletin board for messages and newsletters. This is a very quick and inexpensive way of communicating with all the county's volunteers.

BECOME A TEAM WITH THE TEACHER

1. Establish a good firm working relationship with the teacher.
2. Discuss the level of class, special help needed for students, time at which teacher needs assistance most, and areas and goals that the teacher is persuing.
3. Exchange phone numbers so that, if necessary, contact may be established.
4. Come to the class at the time and day pre-arranged with the teacher. She will have changed her work schedule to include you. Also, the student will be relying on your arrival.
5. Be warm, friendly and courteous at all times.

6. Never disagree with the teacher in front of students or let the students play you against each other.

7. Be flexible, ready to do all sorts of assisting. However menial the job, it is of great assistance to the school.

8. Keep channels of communication honest and open - do not harbour resentment. If there is a problem, speak about it to the teacher, school steering committee or volunteer coordinator.

9. Be willing to receive direction and supervision from the teacher or other members of the school staff.

10. Your role is to support the teacher, expand his services, be an extra pair of arms, legs or eyes. You are not there to supplant him!

11. Clearly understand the task which has been identified and work toward a specific goal.

12. Make sure the teacher in charge of the activity is aware of your plan of action, and approves of it.

13. DO NOT BE AFRAID TO ASK QUESTIONS.

14. Complete the assignment as quickly and as thoroughly as possible in order to work independently without having every activity assigned.

Only by a cooperative effort on your part and that of the school staff members can the best results be achieved for the benefit of the children.

BECOME A FRIEND TO THE STUDENT

To promote and maintain a good understanding, we suggest you be:

1. Flexible - willing and able to move from one subject to another. Move with the receptive area as it changes.

2. Warm and friendly - show love, warmth and friendship. Openly, demonstrate that you like them as they are. Some children like smothering - others dont, you'll soon know!

3. Interested - really want to know about them. Show that you want to help them and that you really care.

4. Honest - at all times, children will only trust and like you when they know that you are on the level.

5. Firm - if they are doing something wrong, correct the action, not the student; then change the subject.

6. Positive - encourage the child as much as possible, always accentuate the positive, and minimize the negative. Lavish praise when something has been achieved.

7. Patient - bad habits that took a life time to form are not going to be broken in one class or changed all at one time.

8. Objective - beware of preferential or picky treatment.

9. Encouraging - goals and expectations that the child will be able to attain.

10. Respectful - treat all students with respect and courteousy and expect the same in return. Show your recognition of their good traits.

HOW TO CONTROL YOUR STUDENT

We want children to think and act independently and yet we know that no one can do exactly as he pleases without regard for the rights of others. Everyone needs to know how to respect others and how to gain their respect. Only through discipline, and mostly through self-discipline do we learn to get along with ourselves and others.

1. Rules and regulations should be short and clear.

2. Rules should be thoroughly explained to the student.

3. Very energetic children should be kept busy and learning.

4. The teacher always decides what punishment should be given.

5. Never lose your temper or yell and scream at children.

6. Children should always call volunteers by their surnames.

7. Rules must be consistent, not flexible from day to day.

8. Do not hold grudges or act against a child instead of the wrong that he did.

9. All children will test you to see the limits to which they may go.

10. Remember you are a friend and helper, not a dictator and punisher.

11. Always get and take into consideration the child's viewpoint.

12. Handle misbehavior fairly, firmly, and in a friendly manner.

13. Helping children develop self-discipline is a long, slow process. Be patient.

14. Make promises only if you can keep them.

15. Above all, maintain a friendly sense of humor. Sometimes this goes a long way. It does not pay to see and hear everything.

16. Never strike a child. Never be sarcastic or hold a child up to ridicule. Do not threaten.

17. Always set a good example yourself.

18. Be sincere and interested in your work.

19. Listen for suggestions and complaints from the children.

20. Give a command to stimulate, not check action. "Do this" not "Don't do that."

SOME THINGS TO EXPECT FROM CHILDREN

(Always allow for individual differences, no two are alike.)

1. Five year olds are:

   a. Learning to draw simple shapes, circles, triangles and squares.
   b. Able to tell long stories accurately and like to embellish.
   c. Inquisitive as to how things work, what they are and definitions of words.
   d. Good at and enjoys cutting, pasting and working on specific projects.
   e. Very fond of playing dress-up in adult clothes.
   f. In need of assurance that they are loved at home and school.
   g. In need of opportunity to do things for themselves and develop their own powers.

2. Six year olds are:

   a. Self-centered, domineering, stubborn and aggressive.
   b. Needing to be first, loved best, praised most, and to win.
   c. Domineering and bossy with playmates.
   d. Best at learning through active participation.
   e. Hard pressed to make a decision.
   f. In need of wise supervision, with a minimun of interferences.
   g. In need of active direct participation.

3. Seven year olds are:

   a. Unable to respond promptly and likely to be forgetful.
   b. At a wide range of individual reading rates.
   c. Interested in musical instruments.
   d. Easier to discipline. Sensitive to praise and blame.
   e. Complainers and sulkers.
   f. In need of right combination of independence and encouraging support.
   g. Also in need of a warm friendly relationship with adults.

4. Eight year olds are:

   a. Adapting to near and far vision with their eye sight.
   b. Alert, friendly, and interested in people.
   c. Also careless, noisy and argumentative.
   d. Easily hurt by careless remarks and criticism.
   e. In need of frequent reminders about responsibilities.
   f. In need of much praise and encouragement from adults.
   g. Fond of team games, comics, adventure stories and collections.

5. Nine year olds are:

   a. Becoming more independent and increasing self-motivation.
   b. Interest in more things and resentful of interruptions.
   c. Essentially truthful and honest.
   d. More interested in talking and listening than working.
   e. Very fond of memorizing, but not generalizing or correlating.
   f. Wanting teachers to be fair. They are critical.
   g. Worshipping some hero.

7. Pre-adolescents are:

   a. Awkard, lasy, and restless because of rapid and uneven growth.
   b. Very antagonistic and teasing towards the oppisite sex.
   c. Often overcritical, rebellious and uncooperative.
   d. In need of warm affection and a sense of humor from adult.
   e. Turned off by nagging, condemnation and being talked down to.
   f. In need of a feeling of belonging and acceptance.
   g. In need of increasing opportunities for independence.

8. Adolescents are:

   a. Often going to extremes, emotional instability and know-it-alls.
   b. Very interested in philosophical, ethical and religious problems.
   c. Showing a step towards adulthood by asserting independence.
   d. In need of acceptance by peer group.
   e. In need of adult guidance that is kindly, and does not threaten freedom.
   f. Seeking both dependence and independence.
   g. In need of provision of a constructive recreation, possibly a "worthy cause."

9. Disadvantage children are:

   a. Sometimes shy or over aggressive.
   b. Possibly apprehensive of adults or rejection.
   c. Very limited in their experiences and general knowledge.
   d. Often using different speech patterns. This may cause confusion in communicating. Just go slowly and smile alot. Often very restless, distructive and irritable.
   e. Easily upset and discouraged.
   f. Also often suspicious, resentful and apathetic.

All these are due to his problems at home and at school. These children need a lot of love and understanding - but a friend made is one you will never lose.

CODE OF ETHICS OF THE EDUCATION PROFESSION THAT RELATE TO VOCATIONAL VOLUNTEERS

The State Board of Education has set up guide under which paid teacher-aides may legally work in the classrooms. Volunteers

come under these regulations, except that a volunteer may never be left with a class of children and an aide may. The following guide lines have been written so that if the volunteer follows them, he may be sure of legal backing for his presence in the school.

A volunteer:

1. Shall not deliberately suppress or distort subject matter for which he bears responsibility.
2. Shall make reasonable effort to protect the student from conditions harmful to learning, health or safety.
3. Shall not expose the student to unnecessary embarrassment or disparagement.
4. Shall not on the ground of race, color, creed or national origin exclude any student from participation in any program, nor grant any discriminatory advantage.
5. Shall not use volunteer relationships with students for private advantage.
6. Shall keep in confidence any information that has been obtained in the course of volunteer service.
7. Shall not tutor for renumeration students assigned to his class.
8. Shall not consider himself a substitute for school staff.
9. Shall not plan the substance of the class.
10. Shall not have confidential information made accessible to him.
11. Shall be responsible for his own actions.
12. Shall never be left in charge of a class without a teacher.

THE OUTSTANDING VOLUNTEER

1. Is regular and continuous in attendance.
2. Is punctual and signs in at the front desk.
3. Knows and conforms to school regulation.

4. Accepts assignments made by school staff.

5. Discusses problems that arise with the teacher or the coordinator.

6. Knows that all tasks performed in the school are important.

7. Shows respect and confidence in the school staff.

8. Knows the importance of setting a good example to the children.

9. Realizes school information is confidential.

10. Informs the community of the good the school and staff accomplish.

11. Knows his contribution to education is a fine example of an interested and informed citizen.

12. Remembers that often reaching a child is as important as the teaching.

13. Accepts only emergency personal calls while on duty.

14. Is warm, friendly and courteous at all times.

IN A FEW WORDS

Volunteers can do a great deal towards helping a child to develop a healthy attitude toward school and people. The influence that a volunteer can have on a child is very great and we want it to be the best possible.

Four main pointers in making a perfect volunteer.

1. ATTITUDE - To be open minded, flexible, willing to be trained and supervised, also to accept rules.

2. DEPENDABILITY - Essential if the volunteer is to be of any valuable service to the school.

3. COMMUNICATION - A valuable link between the community and the school's is formed. Also discussion that is open and honest with all concerned.

4. RESPONSIBILITY - This is the same as being a professional. You are not being paid, but you have as much effect as a teacher on the lives of the children. Standards must, therefore, be high and confidentiality rigorously enforced.

It can never be stressed too often that love and respect for the child as a person is one of the mose important ingredients for working effectively. Self-esteem and self-confidence are basic to learning. The personal interest that you show in a student may make him realize his own worth and ability to achieve. You are not expected to take over the teacher's position, but you can provide motivation to develop the student's receptivity to learning. You should, therefore, seek perfection in your behavior as you accept your resposibility to act with the highest ethical standards in your endeavor to help in the education of the children.

A PARTING WORD

Always maintain a good sense of humor, it is a very important tool when working with children.

Also, always remember that we hope you enjoy giving your service as much as we appreciate having it.

Please feel free to contact the V. U. E. office at any time, on any matter. We are always so pleased to hear how everyone in our Volunteers Upholding Education fellowship is doing.

We want your volunteer experience to be beneficial, not only to the children, the teacher and the school, but also to YOU.

ADDENDUM

SUGGESTED TASKS FOR EDUCATIONAL VOLUNTEERS*

This list suggests a wide range of activities consistent with State Boeard of Education Regulations in which volunteers prove helpful to classroom teachers. The list is by no means all-inclusive, but it will serve to suggest the scope and range of the volunteer's role.

I. CLERICAL

1. Collecting lunch and milk money.
2. Collecting money for class pictures, field trips, etc.
3. Filing correspondence and other reports in children's records.
4. Requisitioning supplies.
5. Sending for free and/or inexpensive classroom materials.
6. Maintaining pupil's cumulative records for school and district files.
7. Keeping attendance records.
8. Entering teacher-assigned evaluative marks in the teacher's marking book.
9. Averaging academic marks and preparing report cards.
10. Keeping records of class schedules.
11. Keeping records of books children have read.
12. Keeping inventory of classroom stock-equipment, books, and instructional supplies.
13. Managing classroom libraries.
14. Setting up and maintaining seating charts.
15. Typing teacher correspondence to parents.'
16. Typing, duplicating, and coallating instructional materials.
17. Typing and duplicating the class newspaper.
18. Duplicating students' writings and other work.
19. Typing and duplicating scripts for plays and skills.
20. Keeping and maintaing a folder of representatives work for each pupil.
21. Filing resource materials for various teaching units.
22. Compiling information for teacher reports.
23. Setting up appointments for parent-teacher conferences.
24. Setting up appointments for home visits.
25. Preparing bulletins for parents to explain school programs, eventa and rules.

II. HOUSEKEEPING

26. Preparing and supervising pupil work areas.
27. Mixing paints for art instruction, putting down drop cloths, etc.
28. Arranging instructional materials for accessibility.

29. Supervising pupil clean-up time.
30. Keeping bulletin boards current and neat.
31. Keeping blackboards clean and ready to use.
32. Maintaining orderly arrangement of the classroom.
33. Watering plants and tending pupil classroom projects.
34. Preparing and serving refreshments at snack time.
35. Arranging interesting and inviting corners for learning; such as science or recreational reading areas.

III. NON-INSTRUCTIONAL

36. Gathering supplementary books and materials for instruction.
37. Proofreading the class newpaper
38. Distibuting books and supplies.
39. Collecting homework and test papers.
40. Building up resource collections.
41. Obtaining special materials for science or other projects.
42. Helping supervise students in the playground or cafeteria.
43. Supervising the loading and unloading of the school buses.
44. Monitoring the classroom when the teacher has to leave for brief periods.
45. Arranging and supervising the intramural athletic program.
46. Organizing and supervising the indoor games on rainy days.
47. Checking out library books in central library for pupils and/or the teacher.
48. Making arrangements for field trips; securing parental permission forms.
49. Making arrangements for special classroom resource speakers.
50. Displaying pupil work.
51. Helping children with their clothing.
52. Performing routine health tasks-weighing, measuring and eye testing by chart.
53. Administering routine first-aid and attending the sick and injured children.
54. Telephoning parents of absent children.
55. Telephoning parents to pick up a sick or injured child, or taking the child home if necessary.
56. Accompanying an injured child to a doctor or hospital.
57. Telephoning parents to verify notes requesting that children leave school early.
58. Conferring with other teachers and the principal about specific children.
59. Supervising club meetings.
60. Assisting committees engaged in special projects such as constructing, researching, or experimenting.
61. Helping settle pupil disputes and quarrels.
62. Helping in the preparation of assembly plays and programs.

63. Helping in the preparation of assembly plays and programs.
64. Accompanying a child to the office, nurse's room, etc.
65. Monitoring the study hall.
66. Caring for pre-school children during parent-teacher conferences, lectures, and other events.
67. Helping the teacher supervise students on field trips.
68. Running errands

IV. AUDIO-VISUAL ASSISTANCE

69. Ordering and returning films, filmstrips, and other A-V materials.
70. Procuring and returning A-V equipment.
71. Setting up and operating overhead projector, slide viewers, and other equipment.
72. Preparing introductions to give children background for viewing A-V materials.

V. INSTRUCTION-RELATED

73. Correcting standardized and informal objective tests.
74. Correcting homework and workbooks, noting weak areas.
75. Interviewing children with specific learning problems.
76. Observing child behavior and writing reports.
77. Preparing instructional materials such as cut-outs, flash cards, charts, transparencies, etc.
78. Collecting and arranging displays for teaching purposes.
79. Reteaching a small class group about a simple understanding, skill or appreciation.
80. Tutoring individual children, both the bright and slow learners.
81. Reviewing, summarizing, or evaluating learnings.
82. Repeating lessons for slow learners.
83. Helping pupils who were absent to get caught up with the rest of the class.
84. Assisting children with written compositions--especially with spelling, punctuation and grammer.
85. Listening to the children's oral reading.
86. Assisting the teacher in special demostrations in science, art, etc.
87. Providing accompaniment in music classes.
88. Reading and storytelling.
89. Helping pupils find reference materials.
90. Reading, spelling or vocabulary lists.
91. Supervising pupil laboratory work.
92. Putting written and number work on the blackboard.
93. Assisting in drill work with word phrase, and number flash cards.
94. Assisting and checking pupils in seat work.

* Teacher Aide Training Guide for Classroom Teachers, Teacher Education Module. State of Florida Department of Education, 1970. Claire Duncan